Internal Assessment Resource

English Level 1

|  |
| --- |
| This resource supports assessment against:Achievement Standard 90857 version 2Construct and deliver an oral text |
| Resource title: I’ve Got Something to Say! |
| 3 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | January 2015 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-01-2015-90857-02-4425 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard English 90857: Construct and deliver an oral text

Resource reference: English 1.6A v3

Resource title: I’ve Got Something to Say!

Credits: 3

Teacher guidelines

The following guidelines are supplied to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 90857. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it. Read also the Conditions of Assessment.

Context/setting

This assessment activity focuses on constructing and delivering an oral presentation in a formal setting. It is intended that this assessment activity is used in context, rather than as a stand-alone unit of work. For example, the oral presentation could be based on a theme studied in class or it could be based on a topical issue that arises from wide reading and/or a study of unfamiliar texts.

Conditions

Students are required to construct their own presentations, whichmeans that they must develop their own content. Refer to Explanatory Note 3 AS90857. Read the Conditions of Assessmentclosely in order to ensure good assessment practice. Students should be given class time to peer critique their presentations with sufficient time afterwards to follow up on any suggestions made, ready for final delivery.

Additional information

Students’ oral presentations could also be used for assessment in another mode, such as a theme study or research. For example, students may also have their oral presentation assessed against AS90852 *Explain significant connection(s) across texts, using supporting evidence* or AS90853 *Use information literacy skills to form conclusion(s)*. Wherever such integration between different parts of the programme occurs, ensure that the work presented for each assessment is developed sufficiently in order to meet the criteria for each standard. Refer closely to each relevant standard, including the Explanatory Notes and the Conditions of Assessment.

Resource requirements

None

Internal Assessment Resource

Achievement Standard English 90857: Construct and deliver an oral text

Resource reference: English 1.6A v3

Resource title: I’ve Got Something to Say!

Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Develop and structure ideas in an oral text. | Develop and structure ideas convincingly in an oral text. | Develop and structure ideas effectively in an oral text. |
| Use oral language features appropriate to audience and purpose. | Use oral language features appropriate to audience and purpose with control. | Use oral language features appropriate to audience and purpose with control to command attention. |

Student instructions

Introduction

In this activity, you will construct and deliver an oral presentation in a formal situation. You must develop your own content for the presentation, which will be delivered to your class and teacher. It will be at least three minutes long.

You will complete this activity in class and for homework. Your teacher will give you deadlines for constructing the text of your presentation and when you are to deliver it to the class.

You will be assessed on how effectively you develop and structure your ideas, your control of oral language features, and your ability to command attention.

Make sure that the oral presentation you deliver for assessment:

* is at least 3 minutes long
* develops and structures your ideas effectively
* uses oral language features that are appropriate to the audience and purpose
* uses oral language features with control to command attention.

Task

Part 1: Ideas and planning

Brainstorm a wide range of possible topics and write a few ideas or notes about each one. This could be done on your own or in a small group. Examples include:

* a text you have studied, which deals with an important theme (e.g. responsibility, justice)
* a current topical issue in the news (e.g. the behaviour of celebrities)
* a topical issue in society (e.g. finding a job, censorship)
* an important issue at school (e.g. assessing students, uniforms)
* an issue that is important to teenagers (e.g. tertiary education, relationships).

Think about what you have written down and then decide on your topic. You might choose a topic because you already know something about it, you have strong feelings or beliefs about it, or you are curious and want to find out more about it.

Think about what the purpose of your oral presentation will be. You might want to stimulate thoughts or feelings in your audience, you might want to inform them of something that is important to you, or you might want to persuade them to alter their ideas or attitudes. Being clear about the purpose of your presentation will help you select and develop your ideas.

Once you are clear about your topic and your purpose, brainstorm ideas. You will then develop and structure these ideas.

Part 2: Developing and structuring

Research your topic in order to develop your ideas. Researching your topic could extend or test your opinions or feelings and give you material that will be appropriate for the purpose of your presentation. Material could include:

* statistics
* quotations
* primary sources (your own research) for example, survey, interviews, personal experience
* secondary sources (research done by others) for example, reference books, Internet, newspapers, magazines.

Decide how your ideas will be structured (organised). You could structure your ideas:

* in order of importance
* chronologically (in order of time)
* logically (cause and effect)
* as a series of points related to a single theme.

Part 3: Planning and writing

In your oral presentation include:

* an introduction – where you greet the audience and give an overview of your topic
* a body – where you state, support, and explain your ideas
* a conclusion – where you summarise your ideas.

While writing your presentation, use verbal language features that are appropriate to your purpose and topic, such as:

* rhetorical question
* direct address to audience
* use of personal pronouns
* sound devices, such as alliteration
* repetition
* figurative language, such as metaphor
* emotive language
* humour
* analogy.

Part 4: Practising and delivering

There are many techniques you can use when delivering your presentation. Think about your content (for example, is it light-hearted or serious?) and how this will affect the way you use your voice and body. Identify specific sections in the text of your presentation where you could use appropriate delivery techniques. Some techniques you could consider are:

* varying your volume, tone, pace, or stress to emphasise a point or to gain or hold attention
* pausing for dramatic effect or emphasis
* making eye contact to engage and hold your audience’s attention
* making gestures, movements, and facial expressions that support and emphasise your content
* using a stance that is appropriate for a speaker in a formal situation
* using props, costume, or demonstration materials.

Practise delivering your presentation. You may have the opportunity to practise in front of a small group of peers and receive feedback on your content and delivery techniques. Time your presentation to ensure that it runs for at least three minutes.

Give your presentation.

Assessment schedule: English 90857 I’ve Got Something to Say!

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student develops and structures ideas in a presentation of at least 3 minutes, using language features appropriate to audience and purpose by:* arranging, linking and building on ideas by adding details or examples, and working towards a planned whole as appropriate to audience and purpose (e.g. explaining, demonstrating, providing information and reasons; introducing, sequencing the material and concluding appropriately).
* selecting and using oral language features that are appropriate to the purpose and audience. This may include the use of:
* verbal language techniques (e.g. rhetorical questions, alliteration)
* body language (e.g. eye contact, stance, gesture, facial expression)
* voice (e.g., appropriate, clear tone, volume, pace, stress)
* presentation features (e.g. appropriate and relevant props, costume, demonstration materials or items; using cue cards or notes appropriately).

**Evidence statement:***An instructional speech needs to develop and structure straightforward ideas. For example, a presentation about rugby skills could, for example, present the selected ideas through a mix of practical demonstration, information, opinion, background details, personal anecdotes and observation. Although notes may be used, they should not be read from throughout the entire presentation. The presentation should be introduced and concluded appropriately. The more familiar the student is with the material, the more engaged the audience will be. Gestures, facial expression, voice (tone, pace, volume, emphasis) should be used appropriately for the purpose.* | The student develops and structures ideas convincingly in a presentation of at least 3 minutes, using language features appropriate to audience and purpose with control by:* arranging, linking and building on ideas by adding details or examples, so that the work is generally credible and connected as appropriate to audience and purpose (e.g. listing, providing appropriate and relevant details and examples, including references; providing historical facts and practical information; organising the demonstration/process/content clearly and methodically).
* selecting, using and linking oral language features and presentation techniques that are appropriate to the purpose and audience (e.g. having an appropriate, assured manner and delivery style; using props/data shows/ whiteboard appropriately; addressing and engaging the audience; variation in the use of eye contact, gesture and facial expressions appropriately).

**Evidence statement:***A presentation aimed at convincing the audience about an issue or idea needs to be convincing in its arguments. For example in a presentation aimed at attempting to convince the audience that, despite all the bad things (pollution, murder, suicide) our world does have value and beauty, needs to have a focus other than merely stating this. For example, the message could be that we should work on improving the value and beauty that we have by working on people’s attitudes within it. The ideas would need to be developed and sequenced convincingly, and the presentation would need a logical structure, so that the audience believes and accepts the argument. The speaker would need to be confident and assured, using eye contact, gesture and vocal variation to help make the points convincing. Although the tone for this type of presentation would generally be formal and serious, a variety of styles could be incorporated into the argument as appropriate (e.g. humour, short anecdotes). Appropriate and deliberately selected tone, facial expression and gestures need to be used to help keep the audience connected to both the speaker him/her self and the argument*.  | The student develops and structures ideas effectively in a presentation of at least 3 minutes, using language features appropriate to audience and purpose to command attention by:* arranging, linking and building on ideas (e.g. by taking the audience chronologically through the events being discussed, developing the material so the argument is believable; connecting present/local examples with the past/global issues/events).
* by adding details or examples, so that the work is compelling and well-organised as appropriate to audience and purpose (by including a good balance of comments, details, information, opinion and reflection).
* selecting, using and linking oral language features and presentation techniques that are appropriate to the purpose and audience in the delivery of a confident and sustained presentation (e.g. by varying the tone, as appropriate for the content: reflective, humorous, serious etc; by using pauses, hesitations, silences effectively; by using natural, appropriate body language and facial expressions and gestures that emphasise the points being made; by making appropriate reference to notes demonstrating familiarity rather than 'over learned' content; by using personal pronouns appropriately ("Now I’m thinking that you are thinking…”) which keep the audience focussed on the speaker and her personal interest, and 'expertise' on the subject).

**Evidence statement:***A presentation aimed at informing the audience about the speaker’s culture, needs to develop and structure ideas effectively. Ideas could, for example, be developed around what the speaker considered were the important aspects of Samoan culture – “of who we are and how we live.” The student could, for example, compare and contrast aspects of New Zealand and Samoan lifestyles, which might keep the audience involved and interested. Aspects of daily life could be integrated with background history, personal anecdotes, snippets of language and visual material to help make an effective presentation. Variation of tone, achieved through appropriate mixtures of serious matters (e.g. although she/he is New Zealand born, she/he is expected to sustain the Samoan culture) and humorous stories (village life at her/his Grandmother’s house in Samoa) would help make the presentation both credible and compelling. The student would engage the audience through the content (as mentioned above) and through her delivery, which would contain a variety of presentation techniques. The student could, for example, begin seated cross legged, as appropriate for the Samoan introduction, and the clothing they are wearing may be of Samoan culture. The student could perhaps then stand and speak in English. The student would be very confident and coherent, speaking mainly from memory, although she could have cue cards or notes as a support. The student’s voice would be well-paced, well-modulated and varied, and her/his face expressive. The student would consciously address the audience, and eye contact would be sustained.* |

Final grade will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.